

The Holocaust through Primary Sources

Introduction

Gripping primary source accounts from Holocaust victims, some who survived, and some who did not, as well as from bystanders and perpetrators, offer readers an emotional, in-depth look at major events of the Holocaust. Individual experiences by ordinary people make for engaging text that keeps readers interested. Each book in *The Holocaust through Primary Sources* series contains accounts from men, women, and children, interspersed with vivid color photos of primary source items and black-and-white period photos. As students read, they will use critical-thinking skills, such as comparing and contrasting, identifying sequence, and making inferences.

National Standards

This series supports [Social Studies](#), and [Language Arts](#). Go to www.enslowclassroom.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Included in this teacher's guide are activities linking to Reading/Language Arts, Social Studies, and the Arts. The activities, and a reproducible handout, require readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide offers a reproducible assessment tool covering comprehension, vocabulary, and inference.

ATOS Reading Level: 7.7

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Where to Find More Information about Titles in this Series:

Visit www.enslowclassroom.com to search for other titles and series, as well as download the teacher's guides for other titles in this series:

| <u>Titles in this series</u> | <u>Library Edition ISBN</u> | <u>Paperback Edition ISBN</u> |
|--|-----------------------------|-------------------------------|
| Auschwitz <i>Voices From the Death Camp</i> | 978-0-7660-3322-1 | 978-1-59845-346-1 |
| Kristallnacht <i>The Nazi Terror That Began the Holocaust</i> | 978-0-7660-3324-5 | 978-1-59845-345-4 |
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Titles in this series can be purchased through all major vendors or directly from:

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Teacher's Guide for

[Auschwitz: Voices From the Death Camp](#)

Each chapter in this book includes first-hand diary entries and letters that reveal unspeakable horrors endured at Auschwitz, the largest Nazi concentration camp. During the Holocaust, the Nazis murdered more than one million people at Auschwitz. The author examines the death camp from its beginnings to its final days through the perspective of those who suffered or worked there.

Before Reading

Remind students that good readers preview a book to find out what they might learn and what they already know about the subject. Allow time for read to the title, study the cover photo, and browse pages to note the chapter headings, primary source photos, captions, sidebars, map, Timeline, Chapter Notes, Glossary, and Index. Then have students make **KWL** charts, writing in the **K** column what they already know about the Holocaust and in the **W** column, questions they want answered about it. After reading, students will add what they learned in the **L** column.

During Reading

Review with students that visualizing is the process of creating pictures in your mind as you read. Add that each picture stirs an emotional response, or feeling. Have students use double-entry journals as they read to note (1) words and phrases that help them visualize and (2) their emotional response to each image.

Ask students to look for the following:

- Where Auschwitz was located and why it grew in size
- Which people were targeted by the Germans, and why
- How different people coped with the horrors of the camps
- A map of Nazi camps
- Quotations from prisoners or their German captors

After Reading

Have each student complete the **L** column of the **KWL** chart and share it with a partner. To elicit personal responses to the book, encourage students to share their double-entry journals as well. Then prompt discussion with questions, such as: *Why do you think people might blame a minority group for their problems?* (Possible answer: Blaming someone else means you don't have to take responsibility for your own actions or mistakes.) *Do you think such a genocide could happen again? Why or why not?* (Possible answers: No, we get news faster with Tweets and the Internet; yes, many people will always look the other way.) *What would you do if someone said you had to leave your home or made you live in an area with a wall around it?*

Use the Reading/Language Arts, Social Studies, and Arts activities on the next page. Make copies of the Handout and Assessment pages that follow for students to do in class or as homework. **Answers: Handout**—*Across*: 4. crematorium, 7. escapes, 9. Gypsies, 11. Zyklon B, 14. final solution, 16. cattle, 17. hair, 18. war, 19. deportation, 20. pathology, 21. POWS. *Down*: 1. Gestapo, 2. Auschwitz, 3. Warsaw, 4. concentration camp, 5. Aryan, 6. gas chambers, 8. typhus, 10. Polish, 12. kapo, 13. Hitler, 15. ghetto. **Assessment**—1. D, 2. B, 3. C, 4. D, 5. B, 6. A, 7. C, 8. D, 9. C, 10. B.

Curriculum Links

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts Activities

1. Let students work with partners. Ask them to imagine that they can smuggle letters into and out of Auschwitz. Tell one student to write a letter to a family member or friend (the partner) from the perspective of a young person held prisoner at the death camp. What does he or she do to stay alive? Ask the partner to write a response to the captive describing what life is like on the outside. How do the remaining people survive? Invite partners to share their correspondence with classmates.
2. Have small groups of students use the Internet to research the Memorial and Museum at Auschwitz-Birkenau, <http://en.auschwitz.org.pl/m/>. Then have them create a Web page describing the memorial and providing background information about the historical significance of the camp. Web pages should give current and past information about the memorial, be well organized and accurate, and include relevant visuals.

Social Studies Activities

1. Ask students to practice map skills using the map and map key on page 12. First, have them list the concentration camps and in which country each was located. Then ask questions, such as: *In which occupied country were all the death camps located? Why do you think the death camps were all located there? Which concentration camp was closest to the coast between Great Britain and the continent of Europe? What neutral country remained in the center of German lands?*
2. Let students work alone or with others. Have them use the Internet to research a subject of their choice relating to something they read about in this book. Invite them to present research results in one of the following ways:
 - a photo essay of 10–15 photos arranged in a book or on a poster, with a brief caption for each photo that explains the image, puts it in context, and cites its source.
 - a video, playing the part of a TV reporter getting news of Germany's actions to the world. This could involve an interview. Remind students to give credit to any sources/quotes used.
 - a PowerPoint™ presentation. Review that students are limited to just a few important facts on each side of a slide.
 - a blog, detailing what they chose to research, citing where they found facts and photos, and describing how they put it all together.

Arts Activity

Remind students that authors want readers to feel something; it could be anger, fear, joy, or horror. Ask: *How did the events and people in this book make you feel?* Review that one way to express our feelings is through art. Provide a variety of art media, such as paper, paints, markers, clay, colored chalk, and scraps of fabric. Then invite students to express how they feel. Display the finished art and encourage students to explain how the book affected them and gave them inspiration for the art.

Handout

Crossword

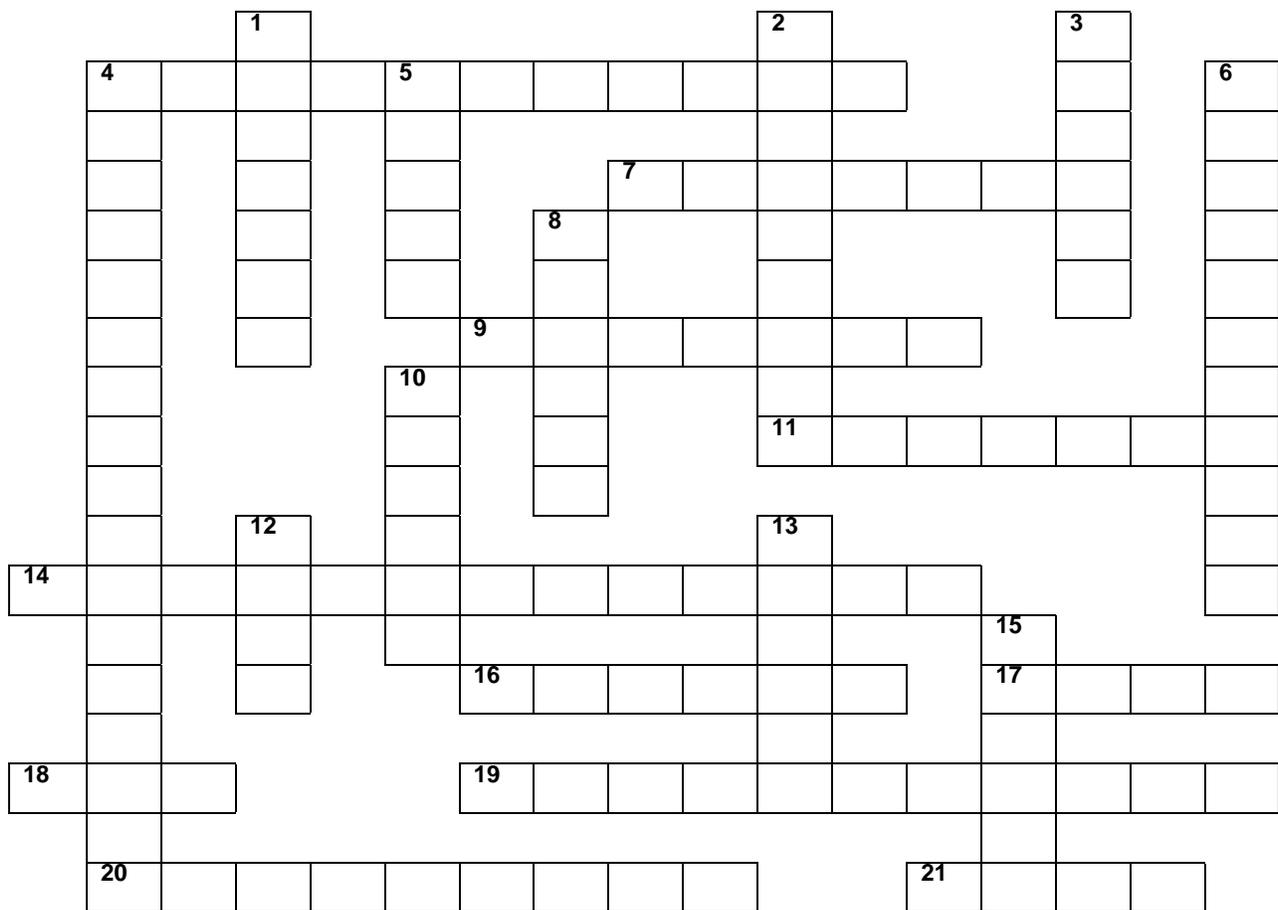
Read each clue. Write the answer in the crossword puzzle.

Across

4. Building where bodies are burned
7. Breaks out of camp
9. Members of the Roma
11. Poison gas used at Auschwitz
14. Term the Nazis used to describe the genocide of the Jews
16. Train cars in which prisoners were shipped
17. Used to make felt and other cloth for the German army
18. A major conflict
19. Exile or ejection from a country
20. The study of diseases
21. Soviets in camp were this

Down

1. Nazi police
2. A concentration camp in Poland
3. Polish city where ghetto was built
4. Large prison camp
5. Nazi term used to mean true German
6. Sealed rooms filled with poison gas
8. Infectious disease spread by lice
10. To be from Poland
12. Prisoner in charge of a work party
13. German leader, head of the Nazi Party
15. Part of a city where Jews were forcibly segregated by authorities.



Auschwitz

Assessment

Circle the letter that best completes the statement or answers the question.

1. Auschwitz was set up as a concentration camp in _____.
 - A. Hungary
 - B. Italy
 - C. Austria
 - D. Poland
2. Dachau was Germany's first death camp.
 - A. True
 - B. False
3. Who was in charge of KL-Auschwitz?
 - A. Heinrich Himmler
 - B. Andrey Pogozhev
 - C. Rudolf Höss
 - D. Pery Broad
4. Which were murdered at Auschwitz?
 - A. Soviet POWs
 - B. European Jews
 - C. Gypsies
 - D. All of the above
5. A building where bodies are burned is called a _____.
 - A. pathology lab
 - B. crematorium
 - C. gas chamber
 - D. cemetery
6. A *ghetto* was part of a town where Jews were forcibly segregated.
 - A. True
 - B. False
7. Which is a prisoner in charge of a work party?
 - A. *krankenbau*
 - B. *kommando*
 - C. *kapo*
 - D. *Arbeit Macht Frei*
8. Which characteristic does **NOT** describe Rudolf Höss?
 - A. ruthless
 - B. cold-blooded
 - C. pitiless
 - D. empathetic
9. The Nazis believed their solution could be found through _____.
 - A. clarification
 - B. elucidation
 - C. extermination
 - D. compromise
10. The author infers that no one wants to remember the terrible things that happened during the Holocaust.
 - A. True
 - B. False